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ABSTRACT

This paper describes how results of the Golden West College Speech Department's program review led to the alignment of performance-based communication prerequisite and outcome expectations for: student placement recommendation; consistency of course curriculum and sequencing; measures of content-based competencies; and measures of performance-based criteria. Oral communication lab experiences can be coordinated, supervised, and monitored for pre-mainstream speech courses instilling functional communication skills for non-native speakers. Also, the report shows what the alignment of prerequisite and outcomes expectations can do to coordinate interrelated mainstream classroom communication skills through the development of course specific skills demonstration assessment forms used by peer assessors in the Speech Communication Center to assess skills in interpersonal communication, public speaking, and principles of communication. Finally, the paper points out that using performance-based criteria guarantees bias free "goodness of fit" assessment measures. Golden West College has discovered that assessors can avoid cultural bias by using the concept of "goodness of fit" to the context as the criteria to measure the appropriateness of the speaker's verbal and nonverbal behaviors in the coordinated/integrated oral communication lab settings. Contains 23 references. (RS)

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ED 412 587

How Golden West College Is Addressing Pedagogical, Assessment, And Accountability Concerns Through Integrated Spoken Communication Labs

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Presented At The Eighty Third Annual Meeting Of The National Communication Association, Chicago, Illinois November 19-23, 1997

by

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How Golden West College is Addressing Pedagogical, Assessment, and Accountability Concerns through Dialogic and Integrative Strategies

This presentation will describe how results of the Golden West College Speech Department's program review led to the alignment of performance-based communication prerequisite and outcome expectations for:(1) student placement recommendation, (2) consistency of course curriculum and sequencing, (3) measures of content-based competencies, (4) measures of performance-based criteria in order to more effectively and efficiently assess multicultural students' communication competency skills.

The Golden West College Speech Department's goal is to provide speech students with "real" "genuine" and "authentic" feedback through speech interaction demonstrations and assessments in "speaker friendly" communication settings. This goal was derived from the Department's philosophy that the importance and centrality of communication to the students in our specific community is, "the skill of facilitating a coming together of shared meaning within culturally diverse contexts." Thus, our objectives will be described as (1) to coordinate the English and ESL Department's matrixes of prerequisite and outcome expectations with the Speech Department's matrix of prerequisite and outcome expectations, (2) to develop and teach competency-based curriculum (3) to establish course consistency in cohesiveness of content and sequencing of levels of proficiency and(4) to form more perfect articulation links from K-12 to College and from College to University and/or Work through the identification of criterion referenced speaking, listening and media literacy standards.

In terms of services that the Golden West College Speech Communication Center offers, this report will show how oral communication lab experiences can be coordinated, supervised, and monitored for pre-mainstream speech courses instilling functional communication skills for non-native speakers. Oral lab interactions with volunteers and tutors evaluating non-native speaker's cross-cultural context-based pronunciation, and spoken vocational communication skills, will be described. Listening and media literacy feedback interaction in the Language Lab will be described as well as the use of mainstream speech students' peer assessment of speaking and listening skill demonstrations in the Intercultural Center, Speech Center, and Learning Assistance/Tutoring Center for both mainstream speakers and non-native speakers of English.

Also, this report will show what the alignment of prerequisite and outcomes expectations can do to coordinate interrelated mainstream classroom communication skills through the development of course specific skills demonstration assessment forms used by peer assessors in the Speech Communication Center to assess skills in (1) interpersonal communication, (2) public speaking and 3) principles of communication.

Finally, this paper will point out that using performance-based criteria guarantees bias free "goodness of fit" assessment measures. The springboard to motivation to maintain inter-rater reliability and content validity in assessment of oral communication instruments and speaker's responses, is the concept of "goodness of fit." At Golden West College we have discovered that assessors can avoid cultural bias by using the concept of "goodness of fit" to the context as the criteria to measure the appropriateness of the speaker's verbal and nonverbal behaviors in our coordinated/integrated oral communication lab settings.

Skill #2:Clarifying Perceptions

Name_____**Instructor**_____**Class(Hr/Day)**_____

Purpose: To demonstrate the ability to check perceptions by:

1. Describing observed behavior.
2. Describing probable assumptions about the observed behavior to demonstrate flexible thinking.
3. Making an open-ended request for feedback.
4. Using owned language.

Mastery:

__1. I begin by identifying the topic I want to discuss with my partner.
__2. I describe an instance of my partner's behavior (something my partner has said or done).
__3. I state 2 different probable assumptions I am making about my partner's behavior.
__4. I make an objective and open-ended request for feedback about the accuracy of my observations and assumptions.
__5. I close the conversation by restating my partner's response to clarify my understanding, and I express support or appreciation.
__6. I consistently use owned language.

Satisfactory:

__1. I begin by identifying the topic I want to discuss with my partner.
__2. I describe an instance of my partner's behavior.
__3. I state 1 probable assumption I am making about my partner's behavior.
__4. I make an objective and open-ended request for feedback about the accuracy of my observations and assumptions.
__5. I close the conversation by restating my partner's response to clarify my understanding.
__6. I used owned language no more than 1 time.

Needs To Be Repeated:

__1. I do not begin by identifying the topic I want to discuss with my partner.
__2. I do not report an example of my partner's behavior.
__3. I do not state an assumption I am making about this behavior.
__4. I do not request feedback from my partner or I use a closed or leading question to request feedback.
__5. I do not close the conversation by summarizing or do not express support or appreciation.
__6. I use disowned language 2 or more times.

Comments:

___Mastery
__Satisfactory
__Repeat

STAFF SIGNATURE_____

Perceptions

Skill Demonstration # _____ **Speech Communication Center**

NAME _____
INSTRUCTOR _____

BRING A PARTNER TO LAB
Relational Situation will be assigned from a list

Purpose: To demonstrate the ability to clarify perceptions about another's behavior.
During this skill demonstration you successfully:

1. YES NO **Consistently Used Owned Language** during skill Demonstration - (I, My, Me).

2. YES NO **Initiated** conversation by greeting partner.

3. YES NO **Identified** time/place of event to clarify with partner.

_____

4. YES NO **Described** two or more of **partner's behaviors** (what was seen or heard) related to this event.

_____

_____

5. YES NO **Described** two or more **possible assumptions** about partner's behavior.

_____

_____

_____

6. YES NO **Requested** feedback about the accuracy of observations and interpretations.

_____

7. YES NO **Restated** partner's response to clarify understanding of this event.

_____

8. YES NO **Closed** the conversation by using one of the following:
   expressed appreciation and/ or support _____
   summarized _____
   established future contact _____
   provided a reason _____

9. YES NO **Speaking** during this skill demonstration was easy to understand.

10. YES NO **Avoided Nonverbal Behaviors** that contradict, distract, and/or disrupt the conversation

Comment: _____

__ **Mastery - Yes on All items** **STAFF SIGNATURE** _____
__ **Satisfactory -Yes on items 2-7**
__ **Needs to be repeated - No on item 2, 3, 4, 5, 6 or 7**

Golden West College
Program Review Resource Data

Date: Spring/Fall 1994
Division: Language Arts
Instructional Program: Speech Communication

QUALITATIVE DATA

1. Provide evidence that faculty and administrators in discipline work cooperatively toward mutually identified goals.

Full time and adjunct speech faculty provided input in order to identify program strengths and weaknesses and to make recommendations on what to maintain and what to change, by interfacing with the Department Chair and the Language Arts Division Dean to consolidate and prioritize goals.

2. Provide evidence that the discipline is responsive to changing conditions within the field.

Department members attended the California Speech Communication Association's Conference on Articulation and Standards, as well as reviewing updates on the NCA Task Force for Speaking, Listening, and Media Literacy Standards progress and how standards effect the GWC competency-based speech communication program.

3. Provide evidence that the discipline is responsive to changing enrollment patterns.

In order to provide basic skills courses for students planning to transfer to four year institutions and to meet the needs of students whose majors require public presentations, we have increased the amount of sections we offer in (1) principles of communication (2) publiuc speaking and (3) argumentation. In addition, we have increased the amount of courses and sections we offer in functional spoken communication for our growing numbers of non-native speakers of English ridge them into our fundamental and basic skills speech classes which require increased levels of speaking and listening skills proficiency. Furthermore, we have developed vocationally related courses to serve the needs of those entering the work force.

4. If this program were to be reduced or eliminated, please provide evidence that other programs in the college would be seriously affected.

Sp Com 100, Sp Com 110, Sp Com 175, and Sp Com 205 are required general education courses to be completed to earn an A.A. degree, to transfer to CSU and UC systems, and as part of many majors requiring oral communication skills in dealing with the public. Furthermore, using effective speaking, listening and media literacy skills increases the quality of classroom student/teacher interactions and enables interactants to adapt authentic anwers to authentic questions which contributes to growth in student degrees of course work abilities.

5. Provide evidence that discipline faculty and administrators are actively involved in professional enrichment, advancement, and growth. How is this directly benefitting the program?

Our Department Chair participates in campus decision making that affects department policies and practices as he serves on the Academic Senate, The Budget Planning Committee, and as a member of the California Community College Consortium. One of our faculty members is active in the development of intercultural communication curriculum through her participation in the International Communication Association and the Intercultural Interests Areas of the National Speech Communication Association and was recently honored by the Western States Communication Association as the Outstanding Community College Teacher of the Year. Our third full time member of the Speech Dept., has designed curriculum for and taught ground breaking courses in functional spoken communication for our specific non-native speakers of English student population. She is a member of the Speech Communication Association's Committee on Assessment and Testing interest group and has developed, administerd and validated two authentic

oral response assessment instruments endorsed by the National Speech Communication Association. The progress reports to each other and to our Dean contribute toward a goal of coordinating assessment, counseling, and entry level proficiencies with learning assistance/tutoring/ speech center services in a format preserving the speech program's integrity.

6. Provide evidence of community support, involvement, and need for the program.

The Intercultural Center facilitates spoken interactions between Pronunciation Skills; Speaking and Listening Skills; Intercultural Communication; Communication Leadership students and Community Volunteers. These lab assignments give students realistic practice in speaking and listening to genuine feedback utilizing performanced-based assessment forms the Speech Department has prepared. These methods have also been used in curriculum designed for (1) VESL Programs (2) Project AERO (3) The Nursing Program and more recently (3) An Intercultural Communication Unit in the Braodcasting Program. In General, grant writers need to include oral communication skills components in all of their proposals because the current job market demands it.

7. Provide evidence of how the program promotes success for non-traditional students.

The competency-based program provides speech students an opportunity to select speaking, listening, & media literacy courses at clearly identified degrees of ability and levels of proficiency by sequencing and articulating courses so that entry level communication apprehensive, racially, ethnically, linguistically or lifestyle diverse students can realistically decide which speech course will best serve their lifestyle and learning needs and where they can go to get additional help from coordinated speech lab/support services on campus.

Golden West College Speech Communication Department Revised Course Numbers: As Related To Speech, ESL and English Courses Completed and Concurrent Enrollment Advisories For Entry/Exit Skills Prerequisites

COURSE # BEFORE	Complete	Concurrent	COURSE# AFTER	Complete	Concurrent
Sp Com 020: Pronunciation Skills	ESL 002	ESL 003	Sp Com 060: Intermediate Pronun/Functional Com	ESL 033	ESL 043
Sp Com 027: Vocational Pronunciation Skills	ESL 004 Sp Com 020	ESL 005	Sp Com 070: Advanced Pronun/Voc Com Skills	ESL 043 Sp Com 020	ESL 053
Sp Com 030: Vocational Commmunication Skills	ESL 004 Sp Com 027	ESL 005	Sp Com 080: Vocational Fundamental Com Skills	ESL 043 Sp Com 060 Sp Com 070	ESL 053
Sp Com 025: Speaking and Listening Skills	ESL 003	ESL 004	Sp Com 090: Intro Com Interpersonal/Academic	ESL 043 Sp Com 060 Sp Com 070	ESL 053
Sp Com 100: Interpersonal Com			Sp Com 100: Interpersonal Com	Sp Com 090 Sp Com 095	English 010
Sp Com 110: Introduction to Com			Sp Com 108: Introduction to Com	Sp Com 090 Sp Com 095	English 010
Sp Com 105: Public Speaking		English 100	Sp Com 110: Public Speaking	Sp Com 090 Sp Com 095	English 100
Sp Com 220: Argumentation Essen	Sp Com 100	English 010	Sp Com 220: Argumentation Essen	Sp Com 100 Sp Com 105	English 100
Sp Com 240: Leadership Com	Sp Com 100 Sp Com 110		Sp Com 240: Leadership Com	Sp Com 100 Sp Com 108	English 100

ESL 003, 004, 005 are ESL Intro Core Courses including Oral Com of grammatical concepts

ESL 033,043,053 are ESL Speaking/Listening and Study Skills focusing on Oral Proficiency of spoken grammar

Take ESL 063 or 073

Listening/Speaking & Study Skills

NAME _____

INSTRUCTOR _____

INTERPERSONAL COMMUNICATION

SPEECH COMMUNICATION 100

SKILL COMPETENCY DEMONSTRATION PACKET

Interfacing through
Communication Skills
Speech Communication Center
895-8303

GOLDEN WEST COLLEGE

NOTE: Instructors will not record assessments in their grade books unless the student's name is printed, in ink, on each lab sheet.

Assertion

Skill Demonstration # _____ **Speech Communication Center**
NAME _____
INSTRUCTOR _____

BRING A PARTNER TO LAB
TOPIC WILL BE ASSIGNED FROM LIST

Purpose: To demonstrate the ability to describe a conflict situation assertively.
During this skill demonstration you successfully:

1. YES NO **Consistently Used Owned Language** during skill Demonstration- (I, My, Me).

2. YES NO **Initiated** the conversation by referring to the topic.
_____

3. YES NO **Described** your partner's **behavior(s)** which have prompted your concern.
_____

4. YES NO **Described** your **interpretation** of your partner's behavior(s).
_____

5. YES NO **Indicated** the **consequences or result** of those behaviors on you and/or your relationship.
_____

6. YES NO **Requested** the **specific behavioral change** you want to occur in the future.
_____

7. YES NO **Described benefit(s)** change may have on you, your partner or your relationship.
_____

8. YES NO **Made an Open Ended request** for partner to respond.
_____

9. YES NO **Closed Conversation** by:
expressing appreciation and support _____
establishing future contact _____

10. YES NO **Speaking** during this skill demonstration was easy to understand.

11. YES NO **Used Nonverbal Behaviors** that compliment and/or accent the conversation

Comment: _____

__ **Mastery - Yes on all items** **STAFF SIGNATURE** _____
__ **Satisfactory - Yes on items 1-8**
__ **Needs to be Repeated - No on item 1, 2, 3, 4, 5, 6, 7 ,8.**

NAME _____

INSTRUCTOR _____

COMMUNICATION PRINCIPLES

SPEECH COMMUNICATION 108

SKILL COMPETENCY DEMONSTRATION PACKET

Interfacing through
Communication Skills
Speech Communication Center
895-8303

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NOTE: Instructors will not record assessments in their grade books unless the student's name is printed, in ink, on each lab sheet.

OPINIONS

Skill Demonstration # _____ **Speech Communication Center**

NAME _____

INSTRUCTOR _____

BRING A PARTNER TO LAB
TOPIC WILL BE ASSIGNED FROM LIST

Purpose: To demonstrate the ability to clearly describe, support and compare your opinion with another person in an objective manner.

1. YES NO **Consistently Used Owned Language** during skill Demonstration- (I, My, Me).

2. YES NO **Initiated** conversation by using one of the following strategies:
___small talk ___greeting ___compliment
_____

3. YES NO **Continued** the conversation by introducing a topic for discussion.
_____

4. YES NO **Clearly stated** your opinion on this topic, without using judgmental labels.
_____

5. YES NO **Provided <u>two or more</u>** different and specific reasons in support of this opinion.
Personal experience _____
belief _____
fact _____
value _____
preference _____
expectation _____

6. YES NO **Described** what you currently do or will do because of your opinion.
_____

7. YES NO **Asked** their partner to describe his/her opinion on this topic.
_____

8. YES NO **Summarized** the discussion by identifying differences and/or similarities of opinions
_____

9. YES NO **Closed** the conversation by
expressing appreciation and/ or support _____
establishing future contact _____
providing a reason _____

10. YES NO **Speaking** during this skill demonstration was easy to understand.
11. YES NO **Spoke** at an **appropriate volume.**

Comment: _____

___ **Mastery- Yes on All items** **STAFF SIGNATURE** _____
___ **Satisfactory- Yes on items 1- 8**
___ **Needs to Repeat - No on item 1, 2, 3, 4, 5, 6, 7 or 8**

Golden West College

Speech Communication 110

Public Speaking Competency
Lab Interaction Workbook

Speaker's Name: _____

Fall 1997 TTH 11-12:30 p.m.

Norma Flores,Instructor

Sp Com 110: Outlining & Practicing a Speech to Motivate to Action

Speech Lab Interaction Procedure

(a) Speaker: Use the following outline to write in your key ideas, phrases and words.

(b) Listener: Look at the following Speech Outline as the speaker shares his/her data with you. Circle , underline, or write in any missing data you think the speaker left out.

(c) Speaker: After describing your speech strategies, the listener will give you feedback. Explain how you will improve your presentation for the day you are scheduled to speak.

Introduction

1. Attention will arouse interest_____

2. Relevance to listeners will create dissonance_____

3. Credibility: will share speaker's belief,value or attitude and intention_____

4. Proposition: will specifically state who should do what_____

5. Preview: will provide motivational guide to logic of speech_____

Body

I. First Main Point identifying the problem and harm of a condition_____

A. Factual claim of the problem condition is_____

1. Facts will compare numbers, percentages, occurrences_____

2. Second order opinion to explain cause of facts will be_____

3. First order evaluative opinion of the cause of the facts will be _____

4. Warrant linking facts and opinions to audience & speaker's value_____

B. Evaluative claim of harmful consequence is _____

1. Definition of terms in the harm are _____

2. Ilustration of harm & empathy is_____

3. Warrant linking illustration and definitions to audience & speaker's value_____

Transition motivational language from problem to solution _____

II. Second Main Point identifying speaker's concept for solving the problem_____

A. Coined term for alternative plan is _____

1. Summary of how alternative plan works is_____

2. Disadvantage of alternative plan is _____

B. Claim advocating speaker's plan assertively stated_____

1. How to start the process of solving the problem_____

2. Behaviors to get involved in the process_____

3. How to maintain the solution_____

Transition motivational language from solution to visualization is_____

III. Third Main Point adapting to audience cost/reward expectations_____

A. Claim of harm in ignoring speaker's solution assertively stated_____

1. First order testimony to illustrate cost or disadvantage is_____

2. Empathy in reporting consequence of cost or disadvantage is_____

B. Claim of benefit in following speaker's solution assertively stated_____

1. First order testimony to illustrate reward or advantage is_____

2. Empathy in reporting results of reward or advantage is_____

Conclusion

1. Summary of problem, solution, benefit included_____

2. Proposition restated_____

3. Initial steps to start the plan of action described_____

4. Wrap up reduced audience & speaker's cognitive dissonance_____

Listener: Circle the rating number that best indicates how competently the speaker communicated his/her ideas for this persuasive speech to motivate to action.

1. Visual aids were discussed and will make a persuasive impact_____1 2 3 4 5

2. Motivational language, transitions, and arrangement were discussed _____1 2 3 4 5

3. Speaker used eye contact to adapt to listener's feedback_____ 1 2 3 4 5

4. Speaker pronounced, articulated and emphasized persuasive meanings clearly_____ 1 2 3 4 5

5. Speaker cited sources of facts, explanations, opinions and own value _____1 2 3 4 5

Total:

Points Earned: __ 25/21 ___ 20/16 ___ 15/11 ___ 10/6 ___ 5/0

Listener's Signature_____ Speaker_____

Date: _____ Lab Staff Signature_____

Sp 110. Public Speaking Speaker_____

Evaluation of a Persuasive Speech to Motivate To Action

Introduction	Rating
1. Attention aroused interest	1 2 3 4 5
2. Relevance to listeners created dissonance	1 2 3 4 5
3. Credibility:shared speaker's belief,value or attitude and intention	1 2 3 4 5
4. Proposition:specifically stated who should do what	1 2 3 4 5
5. Preview:provided motivational guide to logic of speech	1 2 3 4 5
Body	
I. First Main Point identified the problem and harm of a condition	1 2 3 4 5
A. Factual claim of the problem stated	1 2 3 4 5
1. Facts compared numbers, percentages, occurrences	1 2 3 4 5
2. Used second order opinion to explain cause of facts	1 2 3 4 5
3. Used first order evaluative opinion of the cause of the facts	1 2 3 4 5
4. Warrant linked facts and opinions to audience & speaker's value	1 2 3 4 5
B. Evaluative claim of harmful consequence stated	1 2 3 4 5
1. Definition of terms in the harm provided	1 2 3 4 5
2. Illustration of harm provided empathy	1 2 3 4 5
3. Warrant linked illustration and definitions to audience & speaker's value	1 2 3 4 5
Transition motivational language from problem to solution used	1 2 3 4 5
II. Second Main Point identified speaker's concept for solving the problem	1 2 3 4 5
A. Coined term for alternative plan provided	1 2 3 4 5
1. Summary of how alternative plan works provided	1 2 3 4 5
2. Disadvantage of alternative plan identified	1 2 3 4 5

B. Claim advocating speaker's plan assertively stated_____ 1 2 3 4 5

1. Informed how to start the process of solving the problem_____ 1 2 3 4 5

2. Described behaviors to get involved in the process_____ 1 2 3 4 5

3. Described how to maintain the solution_____ 1 2 3 4 5

Transition motivational language from solution to visualization used_____ 1 2 3 4 5

III. Third Main Point adapted to audience cost/reward expectations_____ 1 2 3 4 5

A. Claim of harm in ignoring speaker's solution assertively stated_____ 1 2 3 4 5

1. Used first order testimony to illustrate cost or disadvantage_____ 1 2 3 4 5

2. Used empathy in reporting consequence of cost or disadvantage_____ 1 2 3 4 5

B. Claim of benefit in following speaker's solution assertively stated_____ 1 2 3 4 5

1. Used first order testimony to illustrate reward or advantage_____ 1 2 3 4 5

2. Used empathy in reporting results of reward or advantage_____ 1 2 3 4 5

Conclusion

1. Summary of problem, solution, benefit included_____ 1 2 3 4 5

2. Proposition restated_____ 1 2 3 4 5

3. Initial steps to start the plan of action described_____ 1 2 3 4 5

4. Wrap up reduced audience & speaker's cognitive dissonance_____ 1 2 3 4 5

Delivery

1. Visual aids made persuasive impact_____ 1 2 3 4 5

2. Eyes and kinesics used to include and reinforce audience needs_____ 1 2 3 4 5

3. Paralinguistics used to emphasize and clarify speaker's intentions_____ 1 2 3 4 5

4. Language spoken clearly and used pathos to adapt to audience needs_____ 1 2 3 4 5

5. Use of time: start_____ end_____ total_____ 1 2 3 4 5

Outline____ + References____ +Speech_____ =Total_____/235=_____%=Grade_____

A=Effective	B=Proficient	C=Functional	D=At Risk	F=Restricted Multicultural Pub. Sp. Skills
5	4	3	2	1

Golden West College

Speech Communication 027
Advanced Pronunciation
Skills Demonstration Portfolio

Student: _____ ***I.D.*** _____

Vocational Interest: _____

Class Meets: MW 4:30-6:00 p.m. ***In: Technology Bldg. Room 116***

Norma Landa Flores, Instructor
Fall 1997

Skill #6: Outlining & Practicing a Speech To Describe a Job-Related Object

Step I.

(a) Student: Look at pages 11 and 12 of this Lab Skills Portfolio. Notice that there are three main ideas to talk about in your speech to (i) describe what the object looks like (ii) how two special features work and (iii) how to maintain the object. Look around your place of business, job-related classroom or in a vocational textbook to find a job-related object you can show your classmates as you follow the three mainpoints listed above to describe the object to them. Next, write words or phrase to provide the information in the blank spaces on your speech outline. After you prepare what you want to say in the body of the speech, plan what you will say in the Introduction and the Conclusion of the speech.

(b) Listener: Look at the student's outlined information on pages 11 and 12 of this Lab Skills Portfolio. The student will practice speaking, in a conversational manner, (not reading all of it) what has been outlined. As you listen to the student, write the confusing word you hear in the space on the line provided for you below. After the student has finished practicing the speech, share your listening observations with the student and pronounce the words so that the student can practice pronouncing and be prepared for the speech presentation in class.

(c) Student: Look at your speech outline, just enough to remember what you want to say. Then speak as though you were having a friendly conversation with the listener. When you are finished speaking, the listener will give you some feedback about your pronunciation and role model the appropriate way to say your words. Don't forget to ask, "*What did you hear me say?* "

Step II.

(a) Listener: As you listen, write in any words you think the speaker mispronounced.

Introduction (write in mispronounced words)	Pronunciation (write in)
1. Hold up a picture or an actual job-related object, tool, product or some equipment and ask us to notice something about it.	_____
2. Tell us how we can save our life, health, money, time, energy or help prevent accidents or problems by knowing about this object.	_____
3. Tell us what kind of work this object is used in and the name of the place of business where you have use (will use) this object.	_____
4. Preview Main Ideas: "The purpose of my message is to describe what this_____ (name of object) looks like, how some special features of this_____function and how to maintain it.	_____ _____

Body of the Speech:

I. First I'll tell you how you can recognize the object. _____

A. This is what it looks like on the outside (or/top, leftside)

1. (shape, color, composition)_____ _____

2. (logos, labels, size, weight)_____ _____

B. On the inside (or/bottom, rightside) this is what you'll notice. _____

1. (shape, color, composition, smell, sound)_____ _____

2. (logos, labels, size, taste, feel)_____ _____

II. Next I'll explain how some special features of this object function. _____

A. The_____(name of the feature) on the outside (or/top, leftside) _____
works this way.

1. (first you do this)_____ _____

2. (second, you do this)_____ _____

3. (third, you do this)_____ _____

B. Another feature is called the_____(name). It's on the inside _____
(or/bottom, rightside) and works this way:

1. (first, you do this)_____ _____

2. (second, you do this)_____ _____

3. (third, you do this)_____ _____

III. Now that you know how to recognize the_____(name of object) _____
and how to use the special functions, I'll tell you how to maintain it.

A. Before you need to use this_____ (name of object) _____

1. (getting one)_____ _____

2. (storing it until ready to use)_____ _____

B. Safety & Efficiency Tips When Using It _____

1. (Safety)_____ _____

2. (Efficiency)_____ _____

C. After using this_____(name of object) _____

1. (how to shut down, dis-assemble, re-pack)_____ _____

2. (how to clean)_____ _____

3. (how to put away safely & conveniently)_____ _____

Conclusion:

1. Summary: (Key ideas of 3 main points)_____ _____

2. Common Ground: Relate back to what we noticed about the picture _____
or object you showed us in the introduction_____.

(Step II continued next page)

(b) Student: Ask the Listener, " *What did you hear me say* ?"

(c) Listener: Point to the area in the speech outline where you heard a confucing word pronounced. say "Iheard you say_____ in this place," and ask an open question related to the word (*What* does the writing say on the label?") (*How* do you open the battery storage space?) (*Why* do you have to wait two minutes for it to shut down?" Then, help the student select an alternate word or phrase to say (without changing the student's purpose or idea) and pronounce it outloud so that the student will follow your "pronunciation role modeling."

Step III.

(a) Listener: Circle the rating number that best indicates how competently the student communicated and pronounced his/her ideas in this speech practice session. The rating scale is: Effective=5 Proficient=4 Functional=3 At-Risk=2 Limited=1

1. Eye Contact: student looked up at me as he/she shared information _____1 2 3 4 5

2. Enunciation: student student spoke loudly and clearly enough to be heard_____1 2 3 4 5

3. Articulation: student explicitly pronounced word endings_____ 1 2 3 4 5

4. Emphasis: student verbally stressed purpose & meaning of words_____ 1 2 3 4 5

5. Organization: information & details were arranged in logical sequence_____ 1 2 3 4 5

Total points circled=_____

(b) Listener: put an x next to the total points of functional/vocational pronunciation behaviors the student demonstrated this session:

__Effective=25/21 ___Proficient=20/16 ___Functional=15/11 ___At-Risk=10/6 __ Limited=5/0

Listener's Signature_____ Student:_____

Golden West College

NAME: _____ INSTRUCTOR: _____

SPEECH COMMUNICATION 025

SPEAKING AND LISTENING SKILLS

VOLUNTEER PRACTICE SESSION

and

SKILL DEMONSTRATION FORMS

INTERCULTURAL CENTER • 895-8906
SPEECH COMMUNICATION CENTER • 895-8303

SPRING 1997

PROCESS SPEECH SKILL
Volunteer Practice Session

NAME:_____

Make an appointment in the Intercultural Center (Library, Room 116) during the week before the due date. **Bring a partner to the study session.**

TAKE THIS FORM AND EXERCISE 4.3 WITH YOU TO THE APPOINTMENT.

At the appointment, you will:

1. State the process you want to explain to the class.
2. Explain your specific purpose. (For example, "I want my listeners to be able to...")
3. Give your preview statement. (This is the 3 to 5 steps of the process you want to describe to the class.)
4. Ask your partner for suggestions about how to show the class the process so each classmate can use the process.

FOR VOLUNTEER USE:

This student has completed ___1___2___3___4 of the above material during our practice session.

I suggest the student work on:

Volunteer's Signature:_____

Golden West College

Speech Communication 020
Intermediate Pronunciation
Skills Demonstration Portfolio

Student:_____ I.D. _____ Class Days/Hours:_____

Norma Landa Flores, Instructor

Fall 1997

Skill #3: Outlining & Practicing A Speech of Self-Introduction

Step I.

(a) **Student:** Look at pages 61 and 62 in your textbook. Notice that There are two main ideas to talk about in your speech to introduce yourself to your classmates. Read Part I & II and write a word or short phrase in the empty lines. The words or short phrases should be in Standard American English and should relate to the outlined area of information.

(b) **Listener:** Look at the student's outlined information on pages 61-62 in the textbook. The student will practice speaking, in a conversational manner (not reading all of it) what has been outlined . As you listen to the student, write the confusing word you hear in the space on the outline provided for you below. After the student has finished practicing the speech share your listening observations with the student and pronounce the words so that the student can practice pronouncing and be prepared for the speech presentation in class.

(c) **Student:** Look at your speech outline, just enough to remember what you want to say.Then, speak as though you were having a friendly conversation with the Listener. When you are finished speaking, the Listener will give you some feedback about your pronunciation and role model the appropriate way to say your words. Don't forget to ask, "*What did you hear me say?*"

Step II.

(a) **Listener:** As you listen, write in any words you think the speaker mispronounced.

Body (write in mispronounced words)	Pronunciation (write phrases)
I. This is some information about my background.	
A. This is who I am.	
1. My name is_____. It means_____.	
2. The city I was born in is _____	
3. The first language I learned to speak is_____	
4. The amount of time I have been speaking English is	
(months, years....)_____	
B. This is what I'm interested in.	
1. I'm studying pronunciation because I want to major	
in_____	
2. I'm working/have worked as a_____	
3. I would like to work as a_____	
4. My leisure interests are_____	

(outlined continued next page)

II. These are my personal values. _____

A. If the place I live in were burning and I could only save three things, not people, I would save: _____

1. _____because_____ _____

2. _____because_____ _____

3. _____because_____ _____

B. If I won nine million dollars on the "California Lotto Show," this is what I would do with the money: _____

1._____because_____ _____

2._____because_____ _____

3._____because_____ _____

(b) **Student**: Ask the Listener, "*What did you hear me say* ? "

(c) **Listener**: Point to the area in the speech outline where you heard a confusing word pronounced. Say, "Iheard you say _____ in this place," and ask an open question related to the word (*What* did you mean? *Why* did you want to say that? *Where* is that place? *When* did you do that? *Who* will you help? *How* will you do that?) Then, help the student select an alternate word or phrase to say (without changing the student's purpose or idea) and pronounce it outloud so that the student will follow your "pronunciation role modeling."

Step III.

(a) **Listener**: circle the rating number that best indicates how competently the student communicated and pronounced his/her ideas in this speech practice session. The rating scale is: Effective=5 Proficient=4 Functional=3 At-Risk=2 Limited=1

1. Eye contact, the student looked up at me as he/she shared information_____1 2 3 4 5

2. Enunciation, the student spoke loudly and clearly enough to be heard_____1 2 3 4 5

3. Articulation, the student explicitly pronounced word endings_____1 2 3 4 5

4. Emphasis, the student verbally stressed purpose & meanings of words_____ 1 2 3 4 5

5. Organization, information & details were arranged in logical sequence_____ 1 2 3 4 5

total points circled=_____

(b) **Listener**: put an X next to the total points of funtional/practical pronunciation behaviors the student demonstrated this session:

___Effective=25/21 ___Proficient=20/16 ___Functional=15/11 ___At-Risk=10/6 ___Limited=5/0

Listener's Signature:_____ Student:_____

SP 020:Assessment of Oral Communication & Pronunciation Competency

Competency	Criteria	Rating

Question Number 1:

Q:What do you like the most about this country and why do you like that behavior or idea?

A:_____

__Is Audible/Encodes
__Uses Standard Vowel & Consonant Sounds
__Explicitly Articulates Word Endings
__Conveys Meaning of Emphasized Syllables
__Communicates Message Function & Intention

_____ 1 2 3 4 5

Question Number 2:

Q: What is your favorite kind of work to do and why do you like that kind of work?

A:_____

__Is Audible/Encodes
__Uses Standard Vowel & Consonant Sounds
__Explicitly Articulates Word Endings
__Conveys Meaning of Emphasized Syllables
__Communicates Message Function & Intention

_____ 1 2 3 4 5

Question Number 3:

Q: Give me an example of someone who didn't understand you when you spoke English. What did you say and what did they hear you say?

A: _____

__Is Audible/Encodes
__Uses Standard Vowel & Consonant Sounds
__Explicitly Articulates Word Endings
__Conveys Meaning of Emphasized Syllables
__Communicates Message Function & Intention

_____ 1 2 3 4 5

Diagnostic: Work on [ ] Contrasted to [ ] **Date:**_____ **Assessor:**_____

Rating:5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted Total Score___/3=___

Sp Com Placement Recommendation: ___ Sp 020 ___ Sp 025 ___ Sp 027 ___ Sp 030 ...Sp 090

___ Sp 100 ___ Sp 108 ___ Sp 110 ___ Sp 112 ___ Sp 175 ___ Sp 200 ___ Sp 240

Preface

Teaching Oral Communication in Grades K-8

Ann L. Chaney and Tamara L. Burk
Allyn and Bacon, 1998

Teaching Oral Communication in Grades K–8 was inspired by our involvement in a project to develop a language arts curriculum for K through 8 high-ability learners. Directed by Dr. Joyce Van Tassel-Baska (Center for Gifted Education, The College of William and Mary) and funded by the U.S. Department of Education and the Javits Act Program (BOCES, Saratoga Springs, New York), participants collaborated to design content standards and curriculum guidelines for K through 8 high-ability learners with accompanying curriculum units integrating reading, writing, thinking, and oral language.

In the process of consulting with language arts teachers about contemporary issues in oral communication pedagogy, we learned that there are very few resources readily available to teachers that address oral communication competency in the K through 8 classroom. We were also struck by the lack of interdisciplinary scholarship on oral communication. Most of the literature we reviewed was either highly theoretical and directed toward an audience of speech communication professionals; or, at the other extreme, directed toward language arts practitioners, but subject to some significant theoretical misconceptions (noted below) about the nature of oral language and its interrelationship to other strands of the language arts. Several of the most useful and theoretically sound books were written more for an audience of undergraduate or secondary speech communication educators rather than for the K through 8 classroom teacher, education graduate student, or curriculum supervisor.

Three primary misconceptions occur frequently in oral language instruction. First, while there is much evidence to suggest that oral communication is a vital aspect of literacy and critical thinking development, a prominent misconception that oral communication is merely the ability to

talk has nonetheless persisted. The result has been a significant underemphasis on oral communication within the language arts. A second factor inhibiting the effectiveness of oral language instruction is the misconception that oral communication skills central to life management, work, and learning competence are acquired naturally as a child develops and thus need less emphasis following the achievement of basic literacy skills. A third, and corollary, misconception is that writing skills are highly transferable into oral communication skills, an assumption recently undermined by strong scholarly criticism.

In writing this book, it was our intention to address these three persistent misconceptions about oral communication and literacy and, thus, to help bridge the interdisciplinary gap between contemporary oral communication theory and its actual application in the K through 8 classroom. We have tried to explain fundamental concepts in contemporary oral communication instruction while suggesting practical strategies for implementing a competency-based approach to oral communication, both within the individual classroom and as part of a larger curriculum development effort. Toward this end, the first four chapters of the book constitute a theoretical foundation for practical strategies suggested in later chapters.

Chapter 1 presents a view of oral communication-as-process and suggests that it is appropriate to place a stronger emphasis on oral language competency within the integrated language arts classroom. Chapter 2 addresses the creation of a communication-friendly climate in the classroom and discusses the impact of climate on communication competency, self-concept, and communication apprehension. Gender and cultural sensitivity are discussed here as well. Chapter 3 presents a theoretical scope and sequence for a variety of oral communication contexts, including formal informative and persuasive public speaking, debate, conversation, small-group discussion, dramatic performance, and media literacy. Chapter 4 is devoted exclusively to active listening. It reviews the four primary functions of listening and how they interrelate to four primary speaking functions.

The second part of this book is more practical in its discussion of teaching and assessment strategies. Chapter 5 tackles the practical assessment issues facing teachers who would like to include a greater emphasis on oral communication in their classroom, including a discussion of authentic performance assessment, assessment methods, and tips on informal classroom evaluation. Chapter 6 suggests practical ways in which teachers can make the most of basal and traditional language arts texts in teaching oral communication as process. Chapters 7 through 9 contain exercises for three levels (K–2, 3–5, and 6–8) for use with integrated language arts programs.

One of the most effective uses of videotaping is to turn the tendency to be self-critical on its head by asking the student to identify pleasant characteristics that were surprises, for example, "You have a good delivery. Let's talk about it for a minute. What do you think your strengths are, after viewing this tape of your speech/discussion/negotiation?"

Video or Audiotape Portfolios

We recommend a system of creating and storing video or audio work products in conjunction with a speech folder containing written work products. Audiovisual work products include:

- an impromptu speech
- an interpersonal or conflict-management role-play exercise
- a small-group discussion
- a prepared speech
- practice sessions of the activities above as well as the final products

Written work products include:

- outlines of speeches
- notes or concept maps to demonstrate active listening
- essays about an oral communication experience
- teacher evaluations
- self- and peer evaluations

Another use of the videotape portfolio is to provide examples of a student's progress for parents. It may be important to explain to the parents what the student had learned prior to the assignment and what you were looking for in the assignment, so that they can place the activity they are viewing in its proper context.

Interviews and Constructed-Response Assessments

Exhibit 5.7 is an example of an assessment which uses the constructed-response method (Flores 1995). That is, the rater asks an open-ended question and then applies a uniform criteria to the listener's response, which is recorded as closely as possible on the evaluation.

Exhibit 5.7 Assessment of Oral Communication and Pronunciation Competency

Rating: 5 = effective 4 = proficient 3 = functional 2 = at-risk 1 = restricted

QUESTION	CRITERIA
1. What do you like most about this country, and why do you like that feature?	_ Is Audible _ Uses Standard Vowel and Consonant Sounds _ Explicitly Articulates Word Endings _ Conveys Meaning of Emphasized Syllables _ Communicates Message Function and Intention
Answer:	
2. What is your favorite game to play and why do you like that game?	_ Is Audible _ Uses Standard Vowel and Consonant Sounds _ Explicitly Articulates Word Endings _ Conveys Meaning of Emphasized Syllables _ Communicates Message Function and Intention
Answer:	
3. Give me an example of someone who doesn't understand you when you speak English. What happens when you try to speak with that person?	_ Is Audible _ Uses Standard Vowel and Consonant Sounds _ Explicitly Articulates Word Endings _ Conveys Meaning of Emphasized Syllables _ Communicates Message Function and Intention
Answer:	

Total Score: _____ ÷ 3 = _____

Diagnostic: _____ Contrasted to: _____ Date: _____

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Assessment of Communication Competency and English Speaking Skills--Elementary School Oral Performance

Student's Name_____ Teacher's Name_____

Message Context:_____

Directions: Watch the sample conversation on the tv monitor so that you can practice and take a turn presenting a ***" TV Conversation About an Unusual Problem Situation"*** with your teacher as a tv interviewer, and your classmates as the audience that will be listening so that they can interact with you after your conversation with the tv interviewer.

Part I.

Interviewer Question: Where were you and who was there when you noticed that an unusual problem situation was starting to happen?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part II.

Interviewer Question: What happened that caused a problem for you, and how did you say or do something to solve the problem so that everyone would be happy with how you took care of the unusual situation?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part III.

Interviewer: What part of the speaker's message needs to be clearer, audience? Who has a question for the speaker? (Teacher encourages audience to paraphrase, and ask an open question about the speaker's message).

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part IV.

Interviewer: What lesson do you think you learned from your unusual problem situation and your interaction with the audience?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Content-Based Competencies & Performance-Based Criteria Evaluation Form

Functional Communication Skills	Strategy & Interaction Skills	Receptive & Evaluative Skills	Verbal & Nonverbal Skills
___Paraphrases Other's Purpose	___Previews Method Of Responding	___Gives Pertinant Oral Responses to Spoken & Visual Messages	___Encodes & Speaks English Audibly
___Highlights Other's Ideas	___Uses Transitions to Start, Maintain & End Interactions	___Clarifies Attitude Corresponding with Other's Spoken & Visual Messages	___Avoids Gross Mispronunciation of Vowel & Consonant Sounds
___Discloses Own Information	___Describes Specific Cultural/Contextual Conditions	___Provides Critical Evaluation of Own & Other's Spoken & Visual Messages	___Uses Grammatical Continuity & Explicitly Articulates Word Endings
___Responds to Questions	___Highlights Occurrences in Chronological Order	___Explains Own Interpretation of Message Function & Intention	___Conveys Meaning of Emphasized Syllables
___Focuses on Problem/Solution	___Gives Relevant Examples & Details	___Explains Method of Using Other's Interpretation of Message Function & Intention	___Avoids Vague Words, Phrases, & Abrupt Responses
___Reports Other's Perceptions	___Defines Relevant Cultural/Contextual Words & Phrases		___Avoids Distractive Verbal & Nonverbal Behaviors
___Expresses Own Opinion & Feeling	___Summarizes Reasoning Process		___Balances Use of Time for Relationship Maintenance Purposes
0 1 2 3 4 5 6 7	0 1 2 3 4 5 6 7	0 1 2 3 4 5	0 1 2 3 4 5 6 7

7 Criteria x 3 Competencies=21 points
5 Criteria x 1 Competency= 5 Points
Total Possible= 26 Points
Example: 26-12=14/4=3.5=Proficient

Total Points=26-____=____/4=_____Score

Rating Scale: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Non English Speaker

ACCESS--Elementary School Oral Performance (c) by N. L. Flores, 1996 for the SCA

Examinee's responses may be written in the space below:

Teaching Oral Communication in Grades K-8

Ann L. Chaney and Tamara L. Burk

Allyn and Bacon, 1998

Multiculturalism and Intercultural Communication

According to Flores (1993), intercultural communicators collaborate to build meaning. Collaboration occurs when the source and the receiver give each other additional information or offer appropriate verbal and nonverbal feedback. The extra information helps the other person redefine, or reinterpret, the original message. Two important forms of feedback are (1) paraphrasing how the message has been interpreted, so that the speaker has an opportunity to redefine the message; and (2) providing follow-up information, if necessary, to indicate confusion or a lack of understanding.

In addition to valuing difference in culture, a communication-friendly classroom allows opportunity for cultural collaboration. Exhibit 2.1 provides a closer look at the cultural collaboration and redefinition process. You will notice that it uses elements of the SMCR model (source–message–channel–receiver) introduced in Chapter 1.

Exhibit 2.1 Cultural Collaboration and Redefinition Process

Context. The appropriate words, grammar, examples, and actions that are expected because of the occasion, time, place, and relationship of the participants in the interaction. In intercultural communication situations, factors such as cultural norms and fields of experience may be key to determining context.

Source. The person or group that originates the message or speech. In intercultural communication, the source makes an initial effort to define a meaningful message by using four communication skills:

1. Thinking/feeling to determine the purpose of the communication
2. Selecting symbols to use in sending the message
3. Analyzing and adapting to the receiver
4. Sending the message

Message. The intended message is the set of verbal and nonverbal symbols used by the source to further the purpose of the communication. Often, however, the source may send unintentional messages that may impede understanding. This problem may occur frequently in intercultural communication, where symbol meanings, cultural norms, and field of experience are likely to differ greatly. Other communication barriers arising from various forms of interference (described below) can also obscure the meaning of an intended message.

When a source recognizes that the receiver has not understood the intended message, he or she must redefine, or clarify, the message using the following three communication skills:

1. Use ideas and beliefs that are likely to mean something to the receiver.
2. Use an arrangement of examples, reasons, grammar, pronunciation, and nonverbal behavior that will be perceived as logical by the receiver.
3. Adjust the message as necessary by alternating symbols for ideas and feelings.

Channel. The different ways a verbal or nonverbal message can be sent to the receiver. By sight (nonverbal) and by sound (verbal).

(continued)

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Exhibit 2.1 *Continued*

Receiver. The person(s) for whom the message is intended. The receiver collaborates with the source to build and share meaning by:

1. Physically sensing the message (hearing and/or seeing).
2. Interpreting—making sense of the message.
3. Evaluating the message to determine a response. Based on the interpretation of the message, the receiver formulates a purpose in responding to the message.
4. Responding to the message.

In defining a response to a message, the receiver employs the same communication skills that are used by the source in defining the original message:

- using thoughts and feelings to determine the purpose of the communication
- selecting symbols to use in the message
- adapting the symbols so that they are meaningful to the other person, and then
- actually delivering the message.

If the source does not accept the response as leading to an understanding, the receiver must reinterpret the original message and redefine the response to that message. In doing so, the receiver uses the following skills:

- anticipating the ideas and beliefs that will be meaningful to the other person;
- using a logical arrangement of examples, reasons, grammar, pronunciation, and nonverbal behavior; and
- alternating symbols for ideas and feelings, as necessary, to build a shared understanding.

Interference. Barriers to interpretation of the intended message. There are three primary types of interference:

1. external interference—physical stimuli that draw the receiver's attention away from the message;
2. internal interference—psychological stimuli that distract the receiver, such as, mood; field of experience; and cultural beliefs, values, or attitudes; and
3. semantic interference—mispronunciation or inappropriate vocabulary.

Sometimes words or nonverbal behaviors can have a variety of meanings, which acts as interference.

Adapted and reprinted with permission of N. L. Flores (1993, p. 35).

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I ACCESS-HS:Intercultural Assessment of Communication Competency & English Speaking Skills-High School Edition

(c) Norma Landa Flores, 1995

Directions: Look at the communication interactions on this page so that you can notice the different processes and procedures high school students use to do their school, sports, work or family tasks in their culturally diverse speaking and listening situations.

Directions: Listen to these 3 questions and then answer the 3 questions by talking to the interviewer.

Q1: What task do you know how to do that might involve you in a culturally diverse high school student speaking and listening situation?

Q2: What kind of actions or procedures would you have to use in order to complete the task safely and effectively?

Q3: Why do you think that your way of getting your task done will be beneficial to all of the people involved in the culturally diverse speaking and listening situation?

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Intercultural Assessment of Communication Competency & English Speaking Skills-High School

Examinee's Last Name:_____ Examinee's First Name:_____ I.D.#_____

Examiner: Look at the communication interactions on this page so that you can notice the different processes and procedures high school students use to do their school, sports, work or family tasks in their culturally diverse speaking & listening situations.

Examinee's responses may be written in the space below:

Examiner: Make believe that you are at a college entrance examination and are being interviewed about the major that interests you. Answer these questions about the major that interests you.

Examiner Q: What task do you know how to do that might involve you in a culturally diverse H.S. student speaking & listening situation?

Examiner Q: What kind of actions or procedures would you have to use in order to complete the task safely and effectively?

Examiner Q: Why do you think that your way of getting the task done will be beneficial to all of the people involved in the culturally diverse speaking and listening situation?

Competencies & Criteria

One: (Purpose/Focus)	Two: (Organization)	Three: (Examples)	Four: (Vocabulary/Grammar)	Five: (Pronunciation/Emphasis)	Six: (Nonverbal Congruency)	Seven: (Use of Time Allotted)
__Paraphrases Other's Purp.	__Previews Bhvrs.	__Reports Chron. Behvrs.	__Speaks English	__Is Audibe/Encodes	__Gives Oral Responses	__Avoids Pauses
__Highlights Other's Idea	__Uses Transitions	__Describes Context Cond.	__Is Accurate/Precise	__Uses Standard Vowel	to Aural Prompts	__Avoids Extensive
__Discloses Qualifications	__Gives Specifics	__Defines Tech. Terms	in Linking Words and	and Consonant Sounds	__Clarifies Attitude	Non-Pertinent Responses
__Responds to Question	__Highlights Instr.	__Reports Other's Percep.	Phrases to Questions	__Explicitly Articulates	Corresponding with	__Avoids Abruptness
__Focuses On Directions	__Summarizes	__Gives Own Opinion	__Uses Continuity	Word Endings	Visual Prompts	__Avoids Fallacious
			__Gives Vivid Details	__Conveys Meaning of	__Discloses Cul. Percep.	Reasoning Process
			Relevant to Other	Emphasized Syllables	__Reinforces Cul. Value	__Sufficiently Balances Use of
			__Avoids Vague Terms	__Communicates Message	__Avoids Distractive	Time for Each Response in
				Function and Intention	Verbal/Nonverbal Bhvr	Relation to Mutual Purposes
0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

5 criteria x 7 competencies=35 points
exp: 35-8=27/7=3.85%=Proficient

Total possible points=35-___=___/7___score

Rating Scale: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted

I ACCESS-HS © by Norma Landa Flores, 1994 Department of Speech Communication, Golden West College, Huntington Beach, CA

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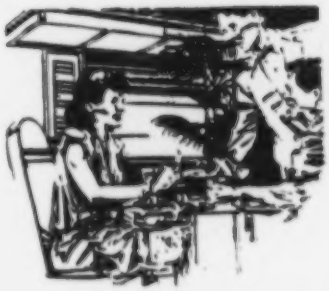
I ACCESS:Intercultural Assessment of Communication Competency & English Speaking Skills

Directions:Look at the communication interactions on this page so that you can notice the various processes people use to do their work-related tasks in their culturally diverse job situations.



Q: What kind of work do you know how to do that might involve you in a culturally diverse job situation?

Q: What kind of actions or procedures would you have to use in order to get your job done safely and effectively?

Q: Why do you think that your way of getting the job done will be beneficial to all of the people involved in the culturally diverse job situation?

Intercultural Assessment of Communication Competency & English Speaking Skills

Examinee's Last Name:_____ Examinee's First Name:_____ I.D.#_____

Examiner: Look at the communication interactions on this page so that you can notice the various processes people use to do their work-related tasks in their culturally diverse job situations.

Examinee's responses may be written in the space below.

Examiner: Make believe that you are at a job interview about the kind of work that interests you and answer the following questions about your kind of work.

Examiner Q: What kind of work do you know how to do that might involve you in a culturally diverse situation?

Examiner Q: What kind of actions or procedures would you have to use in order to get your job done safely and effectively?

Examiner Q: Why do you think that your way of getting the job done will be beneficial to all of the people involved in the culturally diverse job situation?

40

Competencies & Criteria

One:	Two:	Three:	Four:	Five:	Six:	Seven:
(Purpose/Focus)	(Organization)	(Examples)	(Vocabulary/Grammar)	(Pronunciation/Emphasis)	(Nonverbal Congruency)	(Use of Time Allotted)
__Paraphrases Other's Purp.	__Previews Bhvrs	__Reports Chron. Behvrs.	__Speaks English	__Is Audibe/Encodes	__Gives Oral Responses	__Avoids Pauses
__Highlights Other's Idea	__Uses Transitions	__Descnbes Context Cond.	__Is Accurate/Precise	__Uses Standard Vowel	to Aural Prompts	__Avoids Extensive
__Discloses Qualifications	__Gives Specifics	__Defines Tech. Terms	in Linking Words and	and Consonant Sounds	__Clarifies Attitude	Non-Pertinent Responses
__Responds to Question	__Highlights Instr.	__Reports Other's Percep.	Phrases to Questions	__Explicitly Articulates	Corresponding with	__Avoids Abruptness
__Focuses On Directions	__Summarizes	__Gives Own Opinion	__Uses Continuity	Word Endings	Visual Prompts	__Avoids Fallacious
			__Gives Vivid Details	__Conveys Meaning of	__Discloses Cul. Percep.	Reasoning Process
			Relevant to Other	Emphasized Syllables	__Reinforces Cul. Value	__Sufficiently Balances Use of
			__Avoids Vague Terms	__Communicates Message	__Avoids Distractive	Time for Each Response in
				Function and Intention	Verbal/Nonverbal Bhvr	Relation to Mutual Purposes
0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

5 criteria x 7 competencies=35 points
exp: 35-8=27/7=3.85%=Proficient

Total possible points=35-___=___/7___score

Rating Scale: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted

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GOLDEN WEST COLLEGE

CONTENT REVIEW FORM

Request for (✓) ☒ **Prerequisite** ☐ **Corequisite** ☐ **Advisory**

TARGET COURSE (Name and Number): SPEECH COMM 060 (formerly Spch 020

Course for which the prerequisite, corequisite or advisory is proposed.

Content review requires identification of ALL of the following by the discipline/department faculty of the respective course(s):

1. **Before entering the target course the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

2. **Upon completion of the prerequisite, corequisite, advisory course, the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

3. **Compare the entry skills required for the target course (#1) with the exit skills of the requested prerequisite, corequisite, advisory (#2).** *If there is a significant match, it supports the prerequisite, corequisite or advisory are necessary for student success in the targeted course.*

   SEE ATTACHED

4. **Upon completion of the target course, the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

CCI ACTION: ☐ Approved ☐ Denied Date:_____

NOTE Content Review is deferred to the program review year for the respective disciplines for the following
- Prerequisite is required by statute or regulation
- Prerequisite is part of a closely related lecture-laboratory course pairing within a discipline

TARGET COURSE: SPEECH COMMUNICATION 060 - INTERMEDIATE PRONUNCIATION
Advisory Course: Completion of ESL 033 (enrollment in ESL 041/042 strongly encouraged)

ENTRY LEVEL SKILLS needed before entering target course:	**EXIT LEVEL SKILLS acquired upon completion of target course:**	**Comparison of entry skills for target course with exit skills of advisory course:**	**EXIT LEVEL SKILLS acquired upon completion of target course:**
Course: Sp Com 060 Intermediate Pronunciation (Functional Communication Emphasis)	**Course: ESL 033** ESL Listening/Speaking, Level 3	**Significant Match?**	**Course: Sp Com 060** Intermediate Pronunciation (Functional Communication Emphasis)
1. The student has a limited degree of ability in understanding *pronunciation apprehension* and can identify situations when he/she might have to interact to ask questions.	1. The student will learn how to *recognize pronunciation patterns* for gaining information in simple speaking situations such as in the pronunciation needed when opening a bank account and in polite conversations.	1. YES - skill descriptors match	1. The student has an introductory degree of ability in understanding intercultural *pronunciation apprehension* and can identify contexts when he/she might have to interact to ask questions to clarify verbal and nonverbal misunderstandings.
2. The student will be able to *ask and answer questions about readings and spoken expressions.*	2. The student will learn how to *ask and answer questions about classwork, readings, and expressions.*	2. YES - skill descriptors match	2. The student will be able to *verbally ask and answer questions about functional communication contexts, pronunciation readings & oral interactions.*
3. The student has a limited degree of ability in understanding how to *clarify pronunciation misunderstandings* by asking questions to select appropriate vowel and consonant pronunciation.	3. The student will learn how to recognize and use limited control i in *pronouncing often confused simple words* by having his/her pronunciation of vowel sounds in groups and end consonant clusters corrected.	3. YES - skill descriptors match	3. The student can interact to *clarify pronunciation misunderstandings* at an introductory degree of ability by verbally paraphrasing, and asking open questions before selecting alternate examples and sounds to pronounce in functional communication contexts.

TARGET COURSE: SPEECH COMMUNICATION 060 - INTERMEDIATE PRONUNCIATION
Advisory Course: Completion of ESL 033 (enrollment in ESL 041/042 strongly encouraged)

ENTRY LEVEL SKILLS needed before entering target course:	**EXIT LEVEL SKILLS acquired upon completion of advisory course:**	**Comparison of entry skills for target course with exit skillls of advisory course:**	**EXIT LEVEL SKILLS acquired upon completion of target course:**
Course: Sp Com 060 Intermediate Pronunciation (Functional Communication Emphasis)	**Course: ESL 033** ESL Listening/Speaking, Level 3	**Significant Match?**	**Course: Sp Com 060** Intermediate Pronunciation (Functional Communication Emphasis)
4. The student has a limited degree of ability in understanding how to articulate *Standard American English spoken grammar* in verbs, tenses, and descriptive phrases.	4. The student will be able to use *English as a Second Language spoken grammar* to pronounce verbs, tenses and modals in songs, exercises, and brief conversations.	4. YES - skill descriptor match	4. The student will be able to articulate *Standard American English spoken grammar* in tenses, plurals, possessives, and third person singular word endings of functional oral communication messages.
5. The student has a limited degree of ability in understanding how to enunciate Standard American English to *logically and descriptively* give directions.	5. The student will be able to pronounce English as a Second Language using *prepositional speech patterns giving directions* to places on or near campus.	5. Yes - skill descriptors match	5. The student will be able to enunciate Standard American English to *logically and descriptively present a functional speech* describing and explaining how, where and why to find an object or product.
6. The student has a limited degree of ability in understanding how to use Standard American English to emphasize purpose, stress and intonation to *convey organized information* including subordination of details.	6. Using English as a Second Language the student will be able to use stress, pitch, and juncture to *convey meaning in brief, organized summaries*, using narrative sequence, from stories performed live, heard or watched on television.	6. YES - skill descriptors match	6. Using Standard American English the student will be able to emphasize purpose, syllables, stress, and intonation in oral messages to *convey information in outlined form* focusing on subordinated details and an oral request for listener feedback.

TARGET COURSE: SPEECH COMMUNICATION 060 - INTERMEDIATE PRONUNCIATION
Advisory Course: Completion of ESL 033 (enrollment in ESL 041/042 strongly encouraged)

ENTRY LEVEL SKILLS needed before entering target course:	**EXIT LEVEL SKILLS acquired upon completion of advisory course:**	**Comparison of entry skills for target course with exit skills of advisory course:**	**EXIT LEVEL SKILLS acquired upon completion of target course:**
Course: Sp Com 060 Intermediate Pronunciation (Functional Communication Emphasis)	**Course: ESL 033** ESL Listening/Speaking, Level 3	**Significant Match?**	**Course: Sp Com 060** Intermediate Pronunciation (Functional Communication Emphasis)
7. The student has a limited degree of ability in understanding how to use Standard American English to *briefly maintain a verbal conversation* by asking and answering other's questions.	7. Using English as a Second Language the student will be able to *practice speaking in simple conversations*, will learn how to participate in work groups, and will practice the skills of polite conversation.	7. YES - skill descriptors match	7. Using Standard American English the student will be able to *briefly maintain a verbal dialogue* by introducing self to others, disclosing pronunciation apprehension, and requesting oral feedback from listeners.
8. The student has a limited degree of ability in understanding how to *respond to an interviewer's questions*.	8. The student will be introduced to ways of understanding how to *respond to simple requests, instructions, commands and questions*, and will learn to respond politely and completely.	8. YES - skill descriptors match	8. The student has an introductory degree of ability in practicing how to *respond to an interviewer's questions* using attending behaviors and verbally paraphrasing, at an intermediate pronunciation level of functional communication skills.
9. The student has a limited degree of ability in understanding how to *interact with speakers of Standard American English*, by witing reponses to recorded English as a Second Language words phrases and messages in the GWC communication labs.	9. The student will be able to *respond to audial/visual English as a Second Language* in the ESL Lab whenever audial/visual media is available.	9. NO - skill descriptors match for systematic evaluation of student's *interaction with speakers of Standard American English*.	9. The student will be able to *verbally and nonverbally interact with speakers of Standard American English*, at an intermediate pronunciation level of functional communication skills, in the GWC communication labs.

Golden West College Speech Communication Program Pronouncing, Speaking, and Listening Skills Standards

(Derived from the 1997 Program and Content Review conducted by the Golden West College Speech Communication Department, Huntington Beach, CA.)

Skills Needed Before Entering Sp Com 020	Skills Acquired Upon Completion of Sp Com 020
1. The student should have a limited degree of ability in understanding pronunciation apprehension and can identify situations when he/she might have to interact to ask questions.	1. The student will have an introductory degree of ability in understanding intercultural pronunciation apprehension and can identify contexts when he/she might have to interact to ask questions to clarify verbal and nonverbal misunderstandings.
2. The student should be able to ask and answer questions about readings and spoken expressions.	2. The student will be able to verbally ask and answer questions about functional communication contexts, pronunciation and oral interactions.
3. The student should have a limited degree of ability in understanding how to clarify pronunciation misunderstandings by asking questions to select appropriate vowel and consonant pronunciation.	3. The student can interact to clarify pronunciation misunderstandings at an introductory degree of ability by verbally paraphrasing, and asking open questions before selecting alternate examples and sounds to pronounce in functional communication contexts.
4. The student should have a limited degree of ability in uderstanding how to articulate Standard American English spoken grammar in verbs, tenses, and descriptive phrases.	4. The student will be able to articulate Standard American English spoken grammar in tenses, plurals, possessives, and third person singular word endings of functional oral communication messages.
5. The student should have a limited degree of ability in understanding how to enunciate Standard American English to logically and descriptively give directions.	5. The student will be able to enunciate Standard American English to logically and descriptively present a functional speech describing and explaining how, where and why to find an object or product.
6. The student should have a limited degree of ability in understanding how to use Standard American English to emphasize purpose, stress and intonation to convey organized information including subordination of details.	6. The student will be able to use Standard American English to emphasize purpose, syllables, stress, and intonation in oral messages to convey information in outlined form focusing on subordinated details and an oral request for listener feedback.
7. The student should have a limited degree of ability in understanding how to use Standard American English to briefly maintain a verbal conversation by asking and answering other's questions.	7. The student will be able to use Standard American English to briefly maintain a verbal dialogue by introducing self to others, disclosing pronunciation apprehension, and requesting oral feedback from listeners.
8. The student should have a limited degree of ability in understanding how to respond to an interviewer's questions.	8. The student has an introductory degree of ability in practicing how to respond to an interviewer's questions using attending behaviors and verbally paraphrasing, at an intermediate pronunciation level of functional communication skills.
9. The student should have a limited degree of ability in understanding how to interact with Speakers of Standard American English by writing responses to recorded English as a Second Language words, phrases and messages in the GWC communication labs.	9. The student will be able to verbally and nonverbally interact with speakers of Standard American English, at an intermediate pronunciation level of functional communication skills, in the GWC communication labs.

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GOLDEN WEST COLLEGE

CONTENT REVIEW FORM

Request for (√) ☐ Prerequisite ☐ Corequisite ☒ Advisory

TARGET COURSE (Name and Number): SPEECH COM 110 (formerly Sp COM 105

Course for which the prerequisite, corequisite or advisory is proposed.

Content review requires identification of ALL of the following by the discipline/department faculty of the respective course(s):

1. **Before entering the target course the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

2. **Upon completion of the prerequisite, corequisite, advisory course, the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

3. **Compare the entry skills required for the target course (#1) with the exit skills of the requested prerequisite, corequisite, advisory (#2).** *If there is a significant match, it supports the prerequisite, corequisite or advisory are necessary for student success in the targeted course.*

   SEE ATTACHED

4. **Upon completion of the target course, the student should be able to:**
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

CCI ACTION: ☐ Approved ☐ Denied Date: _____

NOTE Content Review is deferred to the program review year for the respective disciplines for the following
- Prerequisite is required by statute or regulation
- Prerequisite is part of a closely related lecture-laboratory course pairing within a discipline

Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Speech 110	Speech 090 or 095		Speech 110
The student has an introductory understanding of ***communication apprehension*** and can identify situations when he/she might be likely to experience it.	The student has an introductory understanding of ***communication apprehension*** and can identify situations when he/she might be likely to experience it.	**Yes** - Significant match	The student has utilitarian understanding of ***communication apprehension*** and can identify situations when he/she might be likely to experience it and can apply at least three different techniques to reduce Communication Apprehension.
Student will be able to ***verbally ask others appropriate questions to gain information about the other*** using descriptive Standard American English.	Student will be able to ***verbally ask others appropriate questions to gain information about the other*** using descriptive Standard American English.	**Yes** - Significant match	Student will be able to ***interview others for the purpose of introducing them to a group of class mates in a public setting*** using congruent nonverbal behaviors and descriptive Standard American English.
The student understands the difference between ***one-way and two-way communication processes.***	The student understands the difference between one-way and two-way communication processes.	**Yes** - Significant match	The student understands the ***complexity of the communication process and can explain the difference between the linear, interactive and transactional communication models.*** Additionally the Student understands the important differences in communication contexts - interpersonal, group, public and mass.

Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Using Standard American English the student will be able to ***verbally maintain a conversation by using open questions, highlighting, asking follow-up questions and disclosing information about self.***	Using Standard American English the student will be able to ***verbally maintain a conversation by using open questions, highlighting, asking follow-up questions and disclosing information about self.***	**Yes** - Significant match	Using Standard American English and congruent nonverbal behaviors the student will be able to ***verbally initiate maintain and conclude a formal interview using open questions, asking follow-up questions, taking adequate notes and verifying essential information.***
Using Standard American English the student will be able to ***construct a simple process speech outline including a purpose statement, thesis, and organizing material in a chronological order.***	Using Standard American English the student will be able to ***construct a simple process speech outline including a purpose statement, thesis, and organizing material in a chronological order.***	**Yes** - Significant match	Using Standard American English the student will be able to ***outline a speech including a purpose statement, thesis statement, and an appropriate organizational pattern for both informative and persuasive speeches.***
Using Standard American English the student will be able to ***prepare an introduction to a process speech including a way to gain the attention of the audience and establish rapport with them.***	Using Standard American English the student will be able to ***prepare an introduction to a process speech including a way to gain the attention of the audience and establish rapport with them.***	**Yes** - Significant match	Using Standard American English the student will be able to ***prepare an introduction for both informative and persuasive speeches. Students will be able to use at least four different strategies for gaining audience attention***

Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Using Standard American English the student will be able to ***prepare a conclusion for a process speech including a summary of the major steps.***	Using Standard American English the student will be able to ***prepare a conclusion for a process speech including a summary of the major steps.***	**Yes** - Significant match	Using Standard American English the student will be able ***to utilize at least four different strategies in preparing a conclusions appropriate for informative or persuasive speeches.***
Using Standard American English the student will be able to ***verbally present his/her process speech to the class using an outline.***	Using Standard American English the student will be able to ***verbally present his/her process speech to the class using an outline.***	**Yes** - Significant match	Using Standard American English the student will be able to ***verbally present both and informative and a persuasive speech to the class using appropriate organizational patterns, adequate support, effective delivery skills, and congruent nonverbal behaviors***
Student will be able to ***work with a small group of classmates to define, research and analyze a problem.***	Student will be able to ***work with a small group of classmates to define, research and analyze a problem.***	**Yes** - Significant match	Student will be able to ***work with a small group of classmates to choose a problem, brainstorm ideas related to this topic, define the problem in terms of fact, value, or policy, research potential solutions using a variety of resources and prepare a group presentation using an appropriate format.***

Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Student will be able to ***respond to others by using appropriate turn taking, owned language, attending behaviors and simple paraphrasing*** in one on one interactions..	Student will be able to ***respond to others by using appropriate turn taking, owned language, active listening and agreeing/disagreeing*** in one on one interactions.	**Yes** - Significant match	Student will be able to ***respond to others by using a variety of appropriate listening skills, including; paraphrasing, perception checking, expressing agreement and disagreement, turn taking, owned language, attending behaviors, asking open, closed and follow-up questions.***
Student will be able to ***respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest and attentiveness*** in one on one interactions.	Student will be able to ***respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest and attentiveness*** in one on one interactions.	**Yes** - Significant match	Student will be able to ***respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest attentiveness and understanding*** in a variety of communication contexts, including; informal and formal presentations, small group discussions and, and individual classroom presentations.

Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Student will be able to ***respond to others by using appropriate variation of speech volume, rate and enunciation at a functional level of communnication.***	Student will be able to ***respond to others by using appropriate variation of speech volume, rate and enunciation at a functional level of communnication. .***	Yes - Significant match	Student will be able to ***use appropriate variation of vocal pitch, volume, rate and intonation to reinforce the meaning of words*** in a variety of communication contexts, including; informal and formal one on one interactions, small group discussions and presentations, and individual classroom presentations..
Speech 110	**English 010** – Complete - Exit.		**Speech 110**
Student will be able to ***prounounce. paraphrase, ask open & closed questions about public speaking situations***	Student will be able to ***use vocabulary in a variety of contexts, follow directions*** for assignments.	Yes - Significant match	Student will be able to ***use SAE in presenting speeches and in providing oral feedback to classmates presentations***
Student will be able to ***use SAE in giving oral instructions about how to follow steps in a process***	Student will be able ***to maintain SWE in full support paragraphs using chronological development***	Yes - Significant match	Student will be able to ***use SAE in informative speeches highlighting, time, order & sequence.***
Student will be able to ***use modify verbal and nonverbal behaviors when speaking.***	Student will be able to ***revise and use rhetroical features & vocabulary patterns***	Yes - Significant match	Student will be able to ***use a variety of verbal and nonverbal stratagies to enhance message impact when speaking*** in several different contexts.

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Target Course :SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course : Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services

ENTRY LEVEL SKILLS Need before entering Target Course	**EXIT LEVEL SKILLS - Upon completion of Advisory Course**	**COMPARISON** of entry level skills with exit skills of Advisory course	**EXIT LEVEL SKILLS -Upon completion of Target Course**
Student will be able to objectively *cite sources of fact & opinion, state own & describe others perceptions in speeches*	Student will be able to *revise & use editorials arguments and recognize argumentative patterns of proof or inconsistencies*	Yes - Significant match	Student will be able to *use audience centered. logical, emotional language in persuasive speeches to gain mutual benifit*
Student will be able to listen critically, *use cause/effect/consequences/behavior descriptions to research, outline and analyze current topics affecting multicultural audiences*	Student will be able to *read analytically, write essays unified by thesis & containing an introduction, continent with order of ideas, transisitons & conclusions in a public discourse mode.*	Yes - Significant match	Student will be able to *analyze audience needs & expectiastions, focus on coordinated & subordinated organization of mainpoints & use inclusive language inpublic speaking contexts*
Student will be able to *use SAE in working with a peer in the Lab.*	Student will be able to *write in Writng Center to practice English 010 written discourse skills*	Yes - Significant match	Student will be able to *satifactorially complete Speech 110 Lab assignments.*

Golden West College Speech Communication Program Pronouncing, Speaking, and Listening Skills Standards

(Derived from the 1997 Program and Content Review conducted by the Golden West College Speech Communication Department, Huntington Beach, CA.)

Skills Needed Before Entering Sp Com 110	Skills Acquired Upon Completion of Sp Com 110
1. The student should have an introductory understanding of communication apprehension and can identify situations when he/she might be likely to experience it.	1. The student will have a utilitarian understanding of communication apprehension, can identify situations when he/she might be likely to experience it and can apply at least three different techniques to reduce it.
2. The student should be able to verbally ask and answer questions to gain information about public speaking assignments and interactions.	2. The student will be able to verbally ask others pertinant questions to gain and give information during lab and classroom interviews, interactions & discussions.
3. The student should be able to understand the difference between one-way and two-way message clarification processes used to select alternate rhetorical features to modify verbal & nonverbal behaviors when speaking to others.	3. The student will be able to collaboratively, clarify public speaking messages & interactions in multicultural contexts by using a variety of verbal & nonverbal strategies in culturally diverse interpersonal, group, public & mass-media speaking & listening interactions.
4. The student should be able to articulate Standard American English spoken grammar in giving oral instructions about how to follow steps in a chronological order.	4. The student will be able to explicitly articulate Standard American English spoken grammar in oral presentaions of informative, group & persuasive speeches to guide & focus listener's attention to the practical & logical progression of verbal & nonverbal support.
5. The student should be able to clearly enunciate Standard American English to descriptively, objectively & logically cite sources of fact & opinions, state own and describe other's perceptions in public speaking and listening situations.	5. The student will be able to clearly enunciate Standard American English to descriptively, objectively, logically & critically cite & use audience-centered issues, facts & opinions in informative, group & persuasive speeches to maintain reciprocal relationships and/or gain mutual benefits.
6. The student should be able to use Standard American English by emphasizing the speech purpose in syllables, stress & intonation & by verbally conveying researched and outlined multicultural public discourse materials that include an introduction, subordinated details, a conclusion and transitions linking support data to function & intention of the speech.	6. The student will be able to use Standard American English to strategically emphasize the speech purpose in syllables, stress & intonation & by verbally conveying researched & outlined materials analyzed to meet the needs of multicultural audience beliefs, values & expectations & that provide inclusive language focusing on a unified thesis of sharing meaning in informative, group and persuasive public speaking contexts.
7. The student should be able to use Standard American English to verbally maintain oral interactions with others in small groups to work with culturally diverse classmates to define, research, analyze & organize an audience-centered problem-solving discussion.	7. The student will be able to use Standard American English to verbally & nonverbally participate in task oriented & relationship oriented problem-solving group interactions to define a problem in terms of fact, definition, value or policy, research potential solutions using a variety of culturally diverse resources and prepare a group presentation using a collaborative critical thinking format to reach a consensus on a feasible solution.
8. The student should be able to respond to culturally diverse others by demonstrating attending behaviors & using turn taking, owned language & clear paraphrasing appropriate to the immediate context.	8. The student will be able to respond to culturally diverse other's public speaking verbal & nonverbal messages by nonverbally demonstrating attending behaviors including eye contact, facial expression, gestures & movements indicating interest & attentiveness & by verbally using turn taking, owned language, context-related paraphrasing & a statement of appreciation providing an example of how the listener has, is or will be able to relate to the speaker's message.
9. The student should be able to verbally & nonverbally interact with speakers of Standard American English when working with peers or assistants in the GWC labs.	9. The student will be able to verbally & nonverbally interact with speakers of Standard American English when working with peers or assistants to satisfactorily complete Speech 110 Lab Assignments.

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Disabled Students service
Library / classrooms, offices, equipment storage
Intercultural Center Lobby
Intercultural Center Volunteers Tutoring area
Tutoring Center
Quad
English Writing Center Lab
Library Aud/Visual
Video Viewing
Library Reference area
Speech Center Lab area
Tutoring Study area
Cosmetology
Spcom 020 and 027 Integrated Learning assistance centers
I.C. Center: Skills 1, 4, and 7
Speech Center: Skills 2, and 5
Tutoring Center: Skills 3, 6, and 8
Sp com 110 View Videotaped speeches and Evaluate Peer outlines
Clock
Video View Room
Writing Comp Lab
Lobby (Practice area)
Library Reading / Study area
Library Entrance
Storage
Stairs
Dean's OFFICE
Cafeteria
Book Store

To: Marilyn Dorfman, Learning Resources Dean

Date: 11/3 /97

From: Norma Flores, Speech Communication 020, 027, and 110 Instructor

Ref: *GWC Speech Dept. Pedagogical, Assessment, and Accountability Concerns As Related to The Intercultural, Speech Communication, and Tutoring Centers*

Problems	Criteria	Suggested Solutions
1. LACK OF STAFFING for Sp 020 and Sp 027 students requiring listeners for skills #1, 4, & 7.	1. LACK OF STAFFING: (a)Students should not be deprived of the opportunity to practice speaking and listening skills (b)instructors need to provide students with a method for practicing their oral pronunciation skills (c) Center Staffs need to know they can fit their free time into an open ended schedule.	1. LACK OF STAFFING: **Coordinate Scheduling Needs** (a) Complie a list of the dates and times each instructor expects students to use the IC Center (b) count the number of students expected to use labs (c) design a Mon-Fri calendar for each week of the semester showing available time slots (d) estimate how many volunteers will be needed (e) print the list of days, times, & number of volunteers needed (f) use list as recruitment/sign up sheet in mainstream speech classes, in business com classes, in English, Spanish and Vietnamese language classes, in social science classes, in campus and community service clubs.
2. LACK OF TRAINING for I.C. staff in giving feedback for skills #1,4 and 7.	2. LACK OF TRAINING: (a)Students should not be deprived of role model native speakers of English when interacting to maintain intercultural relationships through structured pronouncing, speaking, and listening lab center experiences (b)Instructors need to provide students with a method for maintaining relationships by using pronunciation in intercultural contexts (c) Center Staffs need easy to follow instructions of how to fill out lab interaction forms to provide students and instructors with feedback about skill levels.	2. LACK OF TRAINING: **Provide Training Videos** (a) each instructor demonstrates how to use their skill packets (b) videotapes a sample speaker/ listener skill demonstration and (c) leaves the video in the Center for both students and volunteers to use for their guidelines.
3. LACK IN THE AVAILABILITY OF APPOINTMENT TIME SLOTS to serve the needs of the students (limited hours listeners in ICC)	3. LACK IN THE AVAILABILITY OF APPOINTMENT TIME SLOTS: (a) Students shouldn't have to miss work or family obligations to return to campus for appointments (b) Instructors need to know when the Integrated Lab Centers will be open and staffed in order to plan their lab assignments before each semester starts (c)Center Staffs need increased resources before they can increase appointment times and days labs will be open.	3. LACK IN AVAILABILITY OF APPOINTMENT TIME SLOTS: **Study Skills Scholarships** (a) Make a large poster size sign of the center's services and hours (b) list expectations of students which include being on time, being prepared, and method of enforcing excessive appointment cancelations (c)consult with the GWC Foundations Offficer to ask for donations for Communication Study Skills funds to cover additional expenses incurred by keeping the Integrated IC/Speech/Tutoring Center open M-F for the use of speech students as well as international students.

References

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